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Long Beach City College Mission and Values

Mission Statement

Long Beach City College is committed to providing equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities.

Values

Long Beach City College is

**Purposeful**

The College provides students clear pathways and support to attain their career and educational goals.

**Focused**

The College embraces a long-term commitment to innovative student success.

**Nurturing**

The College provides an environment in which students, faculty, and staff build relationships that are understanding and supportive.

**Connected**

The College is recognized as integral to an inclusive, vibrant, and prosperous local, regional, and global community.

**Respectful**

The College values and celebrates the exemplary contributions of faculty, staff, and its community partners in supporting students.
Introduction: Letter from the Superintendent-President

Dear Campus Community,

Our mission at Long Beach City College is to provide equitable student learning and achievement, academic excellence, and workforce development by delivering high-quality educational programs and support services to our diverse communities. Long Beach City College has always recognized the critical role that participatory governance plays in achieving our mission. Our participatory governance structure is designed to emphasize responsibility, collaboration, and inclusivity among constituencies to ensure all voices are heard in decision-reaching processes. Through these processes, faculty, classified staff, administrators, and students are invited to participate in planning for our future and providing recommendations on decisions that will have an institutional impact. As Superintendent-President, I believe that participatory governance is essential to fostering innovation, achieving our strategic plan goals, and understanding and overcoming institutional challenges.

I am thrilled to share with you the 2020-2023 Long Beach City College Participatory Governance and Institutional Planning Handbook. This Handbook is intended to promote a shared understanding of participatory governance processes at the college and was developed through thoughtful and collegial self-reflection by our College Planning Committee. The College Planning Committee has worked hard to make our Handbook user-friendly, thorough, and informative. The sections in the Handbook define laws and regulations related to decision-reaching processes and participatory governance, constituent group roles, key participatory governance committees, and committee member responsibilities. The Handbook also describes the processes that lead to recommendations through participation in both committees and institutional planning. It is my hope that this Handbook will provide our college with a common understanding of participatory governance, help to ensure consistent application of governance practices, encourage broad participation in campus matters, and support the College’s continuous quality improvement efforts.

I encourage our Long Beach City College community – faculty, staff, administrators, and students to work through your constituent group leaders to participate and have a voice in the college’s participatory governance processes. The diversity of your ideas, thoughts, and feedback are essential to our college as we make decisions in the best interest of students, our day-to-day functions, and successful implementation of our strategic plan.

Sincerely,

Reagan Ferragamo Romali, Ph.D
Superintendent-President
Long Beach Community College District
Long Beach City College Participatory Governance Philosophy

Participatory governance at Long Beach City College is a college-wide process that recognizes the right and responsibility of all faculty, staff, administrators and students to participate in decision-making processes at the college. The participatory governance structure provides opportunities for all constituent groups to contribute justified and thoughtful recommendations on matters pertaining to policies and regulations, planning, and accreditation. In the spirit of collaboration, cooperation, and collegiality, constituent group members in participatory governance work toward the betterment of the college and the students served by the college by sharing their viewpoints and recommendations, gathering and sharing recommendations from their constituent groups at large, and communicating the work of participatory governance bodies broadly across campus.

Long Beach City College’s participatory governance philosophy embraces the diverse perspectives and backgrounds of all constituent group members. The College’s philosophy recognizes that while ultimate decisions lie with the Board of Trustees and Superintendent-President, the College is grounded in the core belief that decisions are richer and better informed by the collective wisdom of constituent groups working together through participatory governance. And while participatory governance may not always constitute agreement by all, the governance process ensures that all perspectives are heard, respected, and genuinely considered prior to decisions being reached on participatory governance-related matters.

The Long Beach City College participatory governance philosophy affirms and applies the principles outlined in the Long Beach City College Code of Ethics (Policy and Regulations 3008). Participatory governance must facilitate a climate of trust, mutual support, and courteous consideration. It is the philosophy of the College that all constituent groups demonstrate respect for reason, freedom of expression, and the right to dissent in participatory governance. Participants must exhibit mutual respect, cooperation, promote a team environment, and confront issues and people without prejudice. When participating in governance, participants demonstrate due diligence in their committee work and model the highest standard of ethically responsible behavior.

Long Beach City College is committed to the College’s stated core values:

We strive to be purposeful, focused, nurturing, connected and respectful in all we do.
Participatory Governance Defined

Participatory Governance at Long Beach City College is the process of emphasizing responsibility, collaboration, and inclusivity among constituencies through participation in decision-reaching processes. Each constituency has recognized roles and responsibilities designated in the following state regulations and in the “Long Beach Community College District Policy and Administrative Regulations 2006.”

California Education Code Section 70901(e)

California Education Code, Section 70901(e) requires that governing boards of community college districts establish minimum standards for governing procedures to ensure that faculty, staff, and students the right to participate effectively in district and college governance. Governing boards must also establish minimum standards for governing procedures to ensure that faculty, staff, and students have the opportunity to express their opinions at the college-level and to ensure that these opinions are given every reasonable consideration. This section of California Education Code also designates the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Title 5 § 53203 of California Code of Regulations

Title 5 § 53203 states requirements for the “effective participation” of students and staff in the development of recommendations to the governing board. This section also requires the governing board to “consult collegially” with the academic senate (i.e., rely primarily upon the advice and judgement of the academic senate or reach mutual agreement between the governing board/designee and representatives of the academic senate) on academic and professional matters.

Title 5 § 53200 defines “academic and professional matters” as 11 matters related to policy development and implementation. These have become known today as the 10+1:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. This agreement means that faculty undertake these duties to consult collegially on the 10+1 as a part of their faculty obligation.
Assembly Bill 1725

Assembly Bill 1725 is comprehensive California community college reform legislation passed in 1988 that covers community college mission, governance, finance, employment, accountability, staff diversity and staff development. This bill established the Academic Senate’s role as the college’s primary voice of the faculty in providing recommendations to the governing board on academic and professional matters. Assembly Bill 1725 is operationalized in Title 5, as described in the section above.

Accreditation

Standard IV.A.2 requires that the college establish and implement policy and procedures that authorize administrator, faculty, and staff participation in decision-making processes. This standard also explicitly states that the policy must provide provisions for student participation and for the consideration of student views in matters in which students have a direct and reasonable interest. This policy must specify how individuals can bring forward ideas and work together on appropriate policy, planning, and participatory governance committees.

Standard IV.A.3. requires that administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional planning, policies, and budget that relate to their areas of responsibility and expertise.

Standard IV.A.4. requires that faculty and academic administrators, through policy and procedures, and through well-defined structures, have the responsibility for recommendations on curriculum and student learning programs and services.

Standard IV.A.5 requires that the institution (through the board and institutional governance) ensures that relevant perspectives are considered, that decision-making is aligned with expertise and responsibility, and that there is timely action on institutional plans, policies, curricular change, and other key considerations.

Standard IV.A.6 requires that processes for decision-making and the resulting decisions are documented and widely communicated to the institution.

Standard IV.A.7 requires that the college’s leadership roles, institutional governance, and decision-making policies and processes and regularly evaluated to assure their integrity and effectiveness. Results of these evaluations should be widely communicated and used as the basis for improvement.
Long Beach Community College District Policy and Administrative
Regulations 2006

Long Beach Community College District defines participation in governance as a collaborative college-wide process dependent on trust and open communication. Participation in college governance acknowledges the special roles of faculty, classified staff, and students, while recognizing that the Board of Trustees is the ultimate decision-maker in areas assigned to it by state and federal laws and regulations. The essential activities of the college decision-making process are policy and regulation development and college planning implementation and review. Participation in governance includes shared planning, justified and thoughtful recommendations, and delegating responsibilities to appropriate areas. The college’s participatory governance structure includes the President’s Leadership Council, College Planning Committee and other specified planning committees and task forces, and the Accreditation Steering Committee. As outlined in Policy and Regulations 2006 and union negotiated contracts with the district, the following groups participate in the decision-reaching processes of the district:

Academic Senate Participation

The Board of Trustees recognizes the Academic Senate as the official body, which represents the faculty in participatory governance relating to academic and professional matters. The Board of Trustees, or the Superintendent-President as designee, shall consult collegially with representatives of the Academic Senate when adopting policies and procedures on academic and professional matters. Policies and procedures on academic and professional matters shall not be adopted until such consultation has occurred.

The Board of Trustees or its designees will rely primarily upon the advice and judgement of the Academic Senate on:
1. Curriculum, including prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Standards or policies regarding student preparation and success;
5. Policies for faculty professional development activities.

For those academic and professional matters where the Board of Trustees or its designees have agreed to rely primarily on the advice and judgment of the Academic Senate, recommendations of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. In alignment with Title 5 Regulations, Section 53203(d)(1), if an Academic Senate recommendation is not accepted by the Board of Trustees, the Board of Trustees or the Superintendent-President or designee shall promptly communicate the reasons in writing to the Academic Senate upon request.
The Board of Trustees or its designees will reach mutual agreement with the Academic Senate on:
6. Processes for program review;
7. Educational program development;
8. District and college governance structures and accreditation as related to faculty roles;
9. Faculty roles and involvement in accreditation processes, including self study and annual reports;
10. Processes for institutional planning and budget development.

For those academic and professional matters where the Board of Trustees or its designees have agreed to reach mutual agreement, and agreement has not been reached, existing policy will remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial financial hardship (Title 5 § 53203(d)(2). In cases where there is no existing policy, or in cases where the exposure to legal liability or financial hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

If an academic and professional matter arises which is not enumerated in the ten academic and professional matters listed above, the Board of Trustees or designee and the Academic Senate shall mutually agree whether the board shall rely primarily upon the advice and judgment of the Academic Senate or shall reach mutual agreement with the Academic Senate with regard to that matter.

**Classified Senate Participation**

The Board of Trustees recognizes the Classified Senate as the official body, which represents classified staff in collegial participatory governance, exclusive of collective bargaining issues. The recommendations and opinions of the Classified Senate shall be given every reasonable consideration. Classified Senate members are included in all participatory governance committee memberships at the college.

**Associated Student Body Participation**

The Board of Trustees recognizes the Associated Student Body Cabinet as the official body which represents the students in participatory governance relating to student matters. The Board of Trustees, through the Superintendent-President or designee, shall provide students the opportunity to participate effectively in the formulation and development of policies and procedures that have or will have a significant effect on students. This right shall include the opportunity to participate in processes for jointly developing recommendations regarding policies and procedures. The Board of Trustees shall ensure that recommendations and positions developed by the Associated Student Body Cabinet or its designee are given every reasonable consideration. Associated Student Body members are included in all participatory governance committee memberships at the college.
Classified Hourly Instructor (CHI) Participation

Classified Hourly Instructors participate on all participatory governance committees. As outlined in the CHI negotiated contract with the District, they represent the part-time faculty voice in matters pertaining to the CHI contract and working conditions, participatory governance committee topics, and academic and professional matters that impact hourly faculty members.

Long Beach City College Faculty Association (LBCCFA)

The Long Beach City College Faculty Association appoints representatives to certain participatory governance committees that may discuss matters that pertain to working conditions or the LBCCFA contract with the District. These committees include the President’s Leadership Council, Accreditation Steering Committee, College Planning Committee, Budget Advisory Committee, and Facilities Advisory Committee.

Long Beach Council of Classified Employees (American Federation of Teachers)

The Long Beach Council of Classified Employees also appoints representatives to all participatory governance committees as established in the LBCCE/AFT Collective Bargaining Contract with the District. In instances where a committee only has one classified staff representative listed in the membership, the Classified Senate President will defer the appointment to the Classified Union President. Classified union representatives are members of participatory governance committees to speak to any matters that pertain to the contact or working conditions.

Management Participation

Administrators, managers, and confidents are represented by individuals appointed from the President’s Cabinet.
Committee Definitions

There are multiple types of committees at Long Beach City College. Some committees, subcommittees, taskforces, and work groups are operational in nature and do not fall within the participatory governance structure (i.e., these committees are convened by a director, dean, or Vice President to make decisions on implementation and/or improvements to operational tasks and division functions).

This section is intended to clarify definitions only related to the representative bodies that participate in governance, as well as the definitions related to Participatory Governance committees at Long Beach City College.

College Representative Bodies

College representative bodies include the Academic Senate, Classified Senate, and Associated Student Body. These representative bodies are required by Title 5. The committees for each of these representative bodies follow the Brown Act rules of procedure (Government Code §§54950). The committees for these bodies are responsible for providing representative perspectives in the college’s decision-making process and making recommendations to the Superintendent-President and Vice Presidents. Academic Senate and Academic Affairs and Student Services administrators also meet monthly during the academic year to discuss academic and professional matters in Academic Council.

The Academic Senate, Classified Senate, and Associated Student Body each appoint representative members to the participatory governance committees described in the section below. Management representatives are appointed by President’s Cabinet.

Participatory Governance Committees

As previously mentioned, participatory governance committees are required by Title 5, California Education Code, and the Accrediting Commission for Community and Junior Colleges.

Planning Committees

The College Planning Committee and the Planning Committees that report to this committee are the main participatory governance committees at Long Beach City College. Planning committees are established to support the coordination of the college’s planning efforts in fulfillment of the college’s mission. Planning committees serve as recommending bodies for the institution’s development and implementation of planning efforts of the college. Representatives of committees consider matters pertaining to a designated charge. A committee reports its recommendations to the appropriate constituent groups and college leadership. The College Planning Committee ultimately directs the work of all planning committees and approves their charges and memberships (as stated in Policy and Administrative Regulations 2006). Planning committees may have subcommittees or task forces that are also approved by the College Planning Committee to carry out specific tasks.
and functions for a planning committee. The college’s planning committees are the focus on this Handbook. There are three types of participatory governance planning committees:

**Planning Committee Definition**
A planning committee is a participatory governance body established to support the coordination of the college’s planning efforts in fulfillment of the college’s mission. Committees serve as recommending bodies for the institution’s development and implementation of planning efforts of the college. Representatives of committees consider matters pertaining to a designated charge. A committee reports its recommendations to the appropriate constituent groups and college leadership. The College Planning Committee ultimately directs the work of all participatory governance committees and approves their charges and memberships.

**Planning Subcommittee Definition**
A subcommittee is a participatory governance body that reports to a committee within the participatory governance structure. A subcommittee serves as a recommending body to a specific committee and provides recommendations to the committee based on their approved charge. The recommendation for the formation of a subcommittee may come from the College Planning Committee or a standing committee of the College Planning Committee. The College Planning Committee must approve the charge and member of a subcommittee.

**Planning Task Force Definition**
A Planning Task Force is developed to provide recommendations on special college-wide issues or tasks at the direction of the College Planning Committee and meets until the issue or task is completed. The charge and membership of a planning task force must be approved by the College Planning Committee.

**President’s Leadership Council**
President’s Leadership Council is the primary participatory governance advisory body to the Superintendent-President for the purpose of reviewing proposed new or changes to existing college policies and regulations. The Council also serves as a consultative body for the Superintendent-President on issues of college leadership and matters of college-wide importance, other than those which are subject to consultation with the Academic Senate as academic and professional matters and with the bargaining units as contractual matters.
Planning Committee Charges and Memberships

**College Planning Committee**

- **Budget Advisory Committee**
- **Enrollment Management Oversight Committee**
- **Facilities Advisory Committee**
- **Faculty and Staff Diversity Committee**
- **Grants Development Advisory Committee**
- **Viking Pathways Taskforce**
- **Information Technology Advisory Committee**
- **Online Education Committee**
- **Student Success Committee**
  - **Adult Education (Noncredit) Subcommittee**
  - **Student Equity Subcommittee**
  - **Strong Workforce Subcommittee**
Participatory Governance Structure
Planning Committee Annual Goal Setting and Progress Updates

Each committee, subcommittee, and task force that reports to the College Planning Committee is expected to set annual goals and report out progress toward their goals each year utilizing two templates developed and approved by the College Planning Committee (see Appendix A for Committee Annual Goal Setting Template and Appendix B for Committee Annual Progress Report Out Template). Completed templates are submitted to the College Planning Committee and each committee, subcommittee, and task force is expected to present their progress to the College Planning Committee at least once each year on a set cycle determined by the College Planning Committee.

Committee goal setting and progress updates are based on the following cycle:

**Final Committee Meeting of Spring Term**

Each Committee reports progress on their goals using the Committee Annual Goal Progress Report Out Template. At the same time, informed by the progress they have made, the committee updates their goals for the coming year using the Annual Goal Setting Template for the coming year. Both completed templates are sent to the College Planning Committee.

**Beginning of Fall**

The College Planning Committee reviews each committee’s progress and draft goals and provides feedback and direction to the committees to help guide their work for the academic year.
Planning Committee Co- and Tri-Chair Responsibilities

Agendas
- Utilize the standard agenda template (see Appendix C)
- Develop the agenda working with your co- or tri-chairs
- Agenda items should denote time limit for each item
- Agenda items should align with the purpose and function of the committee
- Avoid use of acronyms on agenda
- Notify any presenters as soon as possible and at minimum a week in advance
- Send agenda and any supporting documents to committee members and post on LBCC webpage at least 48 hours in advance

Annual Deliverables
- In addition to deliverables outlined in the charge of the committee, ensure the Committee discusses and completes the Committee Annual Goal Setting Template and Progress Report Out Template (see Appendices A and B)

Committee Vacancies
- Communicate to the appropriate constituent groups any existing vacancies on the committee
- If a committee member is absent for more than 2 consecutive meetings, communicate attendance expectations

New Committee Member Orientation
- At the first committee meeting of the year, co-chairs should utilize a portion of the meeting to review the charge and membership, as well as committee member expectations for new members

Engaging Students in Committee Meetings
- If a student is new to the committee at any time during the year, introductions should occur at the beginning of the meeting
- Avoid using acronyms while speaking during the meeting
- Be aware of using jargon while speaking and always clarify and provide context for students when utilized
- As much as possible, ask students their thoughts during discussion of agenda items to engage them in the discussion and gather additional feedback from the student perspective

Meeting Procedures
- Introduce any guests to members of the committee
- Enforce time limits on agenda items and ensure meetings end on time
- Ensure committee member discussion stays on topic in alignment with each agenda item
- Facilitate open, respectful, and inclusive dialogue
**Meeting Scheduling Practices**
- All meetings for the next academic year should be identified at the end of each spring
- All meeting dates/times should align with approved committee charge meeting dates/times
- Send calendar invites to all committee members prior to each academic year
- Co- or Tri- Chairs should mutually agree to cancel a meeting
- Meeting times/dates should be posted on the LBCC website

**Summary Notes**
- Identify a recorder to document summary notes for every meeting
- Utilize the standard summary notes template (see Appendix D)
- Summary notes should include attendance and denote decisions and recommendations
- Draft summary notes from the previous meeting should be brought to the next meeting for approval
- Post approved summary notes on the LBCC website
Planning Committee Member Responsibilities

Committee Meeting Preparation
- Review the agenda, draft summary notes, and supporting documents prior to meeting
- Ensure any assigned tasks are completed prior to meetings or that updates can be provided

Committee Meeting Participation
- Ensure regular attendance to committee meetings
- Arrive to meetings on time
- Provide only relevant, on-topic comments and opinions during discussion of each agenda item
- Be respectful and inclusive of all ideas, opinions, and viewpoints
- Communicate information on key agenda items back to appropriate constituent group body

Engaging Students in Committee Meetings
- If a student is new to the committee at any time during the year, introductions should occur at the beginning of the meeting
- Avoid using acronyms while speaking during the meeting
- Be aware of using jargon while speaking and always clarify and provide context for students when utilized
- As much as possible, ask students their thoughts during discussion of agenda items to engage them in the discussion and gather additional feedback from the student perspective

Communication with Constituent Groups
- Leaders of each constituent group must determine a formal mechanism through which committee members can provide updates to and solicit input from their respective bodies on items discussed at the committee meetings they attend.
- Communication should occur prior to and following each committee meeting attended.
Planning Committee Resource Responsibilities

Resources are individuals whose position(s) are listed as resources in a participatory governance committee, subcommittee or taskforce approved charges and memberships. Resources provide expertise when items on the committee agendas pertain to their role at the college. Resources should provide input and feedback only on agenda items pertaining to their role and expertise.

Committee Meeting Preparation

- Have an initial meeting with co-chairs to understand the needs of the committee and how you can support as a resource
- Review the agenda, draft summary notes, and supporting documents prior to meeting to determine if topics are on the agenda related to your expertise
- Ensure any assigned tasks are completed prior to meetings or that updates can be provided

Committee Meeting Participation

- Ensure regular attendance to committee meetings when topics are agendized that relate to your role/position at the college
- Arrive to meetings on time
- Provide only relevant, on-topic comments and opinions during discussion of agenda items related to your expertise
- Be respectful and inclusive of all ideas, opinions, and viewpoints
- Communicate information on key agenda items back to appropriate constituent group body

Engaging Students in Committee Meetings

- Avoid using acronyms while speaking during the meeting
- Be aware of using jargon while speaking and always clarify and provide context for students when utilized
- As much as possible, ask students their thoughts during discussion of agenda items to engage them in the discussion and gather additional feedback from the student perspective
Planning Committee Guest Responsibilities

Invited Presenters

- Presenters who are guests may attend the entire committee meeting or only for the item(s) for which they have been asked to present.
- Presenters may answer committee member questions regarding their presentation(s) after their presentation(s) have concluded based on the direction of the chairs.
- Presenters should not speak or ask clarifying questions during other meeting agenda items unless the committee asks the presenter to provide input. Presenters are more than welcome to reach out to committee chairs following the meeting they attended to learn more and have their questions clarified.

Community or Constituent Group Guests

- Guests are welcome to attend any participatory governance meeting to observe and learn about the committee as the committee members carry out the functions listed in the approved charge and membership.
- Guests should not speak or ask clarifying questions during the meeting unless the committee asks the guest to provide input. Guests are more than welcome to reach out to committee chairs following the meeting they attended to learn more and have their questions clarified.
The communication flow chart illustrates the relationship of the constituent groups with the Superintendent-President, Board of Trustees, and the participatory governance structure.
Institutional Planning Process

Purpose and Structure of the Annual Planning Process

The College Planning Committee coordinates the college’s planning processes, as outlined in Long Beach Community College District’s Policy and Regulations 2006. This coordination includes overseeing the development of the College’s Strategic Plan as well as the development of other critical institution-wide plans including the Enrollment Management Plan and Technology Plan. The College Planning Committee also oversees the college’s annual planning process. The purpose of the annual planning process is for all areas of the institution to identify and evaluate goals, develop and implement activities to meet those goals, and request resources required to make progress on the identified goals. The annual planning process culminates with the College Planning Committee reviewing Vice President Level Plans, which are used to create overarching college-wide priorities for the coming year that will guide resource allocation and planning initiatives at the college.

The college’s annual planning process begins every fall, with instructional and student services programs developing their annual plans. The templates for instructional and student support services include six pre-set goals that align with the college’s Strategic Plan goals and student success outcomes. Within each goal the programs are provided with corresponding data dashboards presented via Tableau and data-specific questions to assist them with their analyses. Faculty leads (for instructional areas) and management leads (for student services areas, except for counseling) use the data analysis to inform activities that would improve the student success outcomes for each goal.

Following the submission of program plans, instructional and student support areas develop school-level plans facilitated by the area deans using a similar template and data-informed process. At the same time the school-level plans are developed, Human Resources and Administrative and Business Services divisions begin work on their department plans. As a part of this process, each division meets to evaluate their progress on their goals, review pertinent data, and make needed updates to their goal progress, as well as any resources that are needed to accomplish the goals.

School plans and non-instructional department plans are submitted to the appropriate Vice Presidents at the end of the fall semester so that they can begin developing Vice President Level Plans for the spring semester. The Vice Presidents each convene a Vice President Level Planning Group consisting of faculty, classified staff, and management. This group is tri-chaired by the Vice President, Academic Senate Executive Appointee, and Classified Senate Executive Appointee. Each Vice President Level Planning Group is charged with reviewing data related to three-year metrics and the school-level or department-level plans to inform recommendations on the priorities and resources that should be included in the Vice President Level plan for the coming budget year.

When the Vice President Plans are submitted, the College Planning Committee works with the Budget Advisory Committee to set Institutional Priorities for the coming fiscal year, which are included in the budget assumptions. Once the budget is finalized for the coming year, the President’s Cabinet meets to determine what will be funded based on the institutional priorities as they relate to the Vice President Level Plans. Final decisions are communicated back to the Vice President areas in the fall.
ANNUAL PLANNING TIMELINE

*NOTE: SPECIFIC DEADLINES PROVIDED FOR UPCOMING YEAR EVERY MAY AT DEPARTMENT PLAN/PROGRAM REVIEW SUBCOMMITTEE AND COLLEGE PLANNING COMMITTEE

EARLY NOV
Instructional and Student Services program plans due

MID-DEC (LAST DAY OF CLASSES)
Instructional and Student Services school plans, Non-Instructional Division plans due

EARLY FEB
Spring semester starts

LATE MARCH
Joint CPC - BAC meeting

LATE SEPT
Flex Day

MID-MARCH
Vice President level plans due

- Reporting out the resource allocation spreadsheet and a summary of VP priorities to be posted to community at large.
- Current fiscal picture for planning sent out.
- Summary of VP priorities and resources funded reported out to JPPR.
- Summary of VP priorities and resources funded reported out to CPC.
- Executive Summary of Annual Planning Report to BOT.

SEPTEMBER
Instructional and Student Services school planning groups meet

THANKSGIVING BREAK

JAN 2 - FEB 5
Winter Intersession

DEC 15 - FEB 5
Winter Recess

EARLY FEB - EARLY MARCH
Vice President level planning groups meet

APRIL - JUNE
Fiscal allocation discussion at cabinet
College-Wide Plans

The college has a number of college-wide plans that drive decision-making on campus and inform the annual planning process goals and priorities at each level. Each college-wide plan is briefly described here.

2016-2022 Strategic Plan

The 2016-2022 Strategic Plan was developed by the Strategic Plan Oversight Task Force, a Task Force of the College Planning Committee, with broad input from constituent groups throughout the 2015-16 academic year. The Strategic Plan includes the College’s mission statement, values, and four main goals: Innovate to Achieve Equitable Student Success, Accelerate College Readiness and Close Equity Gaps, Build Community, and Invest in People and Support Structures for Transformation. The Strategic Plan is the overarching plan for the college and the guiding document for all other levels of planning. The College Planning Committee and the Long Beach Community College District Board of Trustees approved the Strategic Plan at the end of spring 2016. A new strategic plan is developed every five years.

2017-2020 Strategic Enrollment Management Plan

The Enrollment Management Oversight Committee, which reports to the College Planning Committee, developed the Strategic Enrollment Management Plan. This three-year plan is structured in the Completion by Design Framework and includes enrollment management objectives related to student connection with and entry into the college, as well as objectives to support student progress and completion. Each year, the Committee determines annual priorities for Enrollment Management based on the objectives in the plan. These priorities are shared with the College Planning Committee and the Board of Trustees. A new Strategic Enrollment Management Plan is developed every 3 years.

2018-2021 Technology Plan

The Information Technology Advisory Committee, which reports to the College Planning Committee, developed the Technology Plan. This three-year plan focuses on five major technology priorities for the college: emerging technologies, accessible information, service integration, data security, and reliable infrastructure. A new Technology Plan is developed every 3 years.

2016-2041 Facilities Master Plan

The Facilities Advisory Committee, working with Administrative and Business Services and a Consulting Group (Facilities Planning & Program Services, Inc.) developed the Facilities Master Plan. The plan was presented in 2016 to the College Planning Committee and Board of Trustees. This comprehensive long-term plan includes a master plan schedule that delineates the time frames in which each facilities project is expected to occur through the year 2041. A new plan will be developed prior to 2041.
Annual Guided Pathways Self Assessment and Work Plan

The Guided Pathways Coordinating Team and Guided Pathways Task Force, which reports to the College Planning Committee, develop an annual Guided Pathways Self Assessment and Work Plan for submission to the Chancellor’s Office. The Self Assessment is a multi-page reflection on the college’s progress on scaling each aspect of guided pathways. The Self Assessment informs the development of the Guided Pathways Work Plan, which describes the college’s plans for the coming year in order to reach full-scale implementation of Guided Pathways by the end of spring 2022. The Self Assessment and Work Plan are shared at a College Planning Committee meeting prior to submission.

2019 – 2022 Adult Education Consortium Plan

The Long Beach Adult Education Consortium, consisting of Long Beach City College (including the Adult Education Subcommittee), Long Beach Unified School District School for Adults, and Community Partners developed the three-year Adult Education Consortium Plan. The Consortium identified four main goals to meet by 2022: Leverage consortium resources and partnerships to strategically recruit students, create diverse programming to meet the community’s needs, meet the workforce demands of a changing economy, and streamline access to services provided by consortium partners and community members to ensure seamless transitions and supports for students. This plan was shared at the College Planning Committee and with the Board of Trustees prior to submission to the Chancellor’s Office.

2019 – 2022 Student Equity Plan

The intent of the Student Equity Plan is to guide the college’s work in closing achievement gaps for disproportionately impacted student groups. This plan was developed through the Student Equity Subcommittee. The first part of the plan includes baseline data and high-level goals related to access (i.e., successful enrollment), retention (i.e., fall to spring), completion of transfer-level math and English, degree and certificate completion, and transfer. The plan also delineates the activities the college plans to implement to achieve each goal. The second part of the plan addresses equity and outlines the college’s disproportionately impacted student groups for each metric, sets goals, and designates focused, intentional activities to achieve those goals for specific disproportionately impacted groups. The plan was shared with the Student Success Committee, College Planning Committee, Academic Senate, and the Board of Trustees prior to submission to the Chancellor’s Office.

2018 Integrated Energy Master Plan

The Integrated Energy Master Plan is intended to provide a comprehensive roadmap and set of design recommendations to achieve Zero Net Energy (ZNE) for existing and new buildings by 2025. A consultant (DLR Group) worked with key stakeholders at Long Beach City College, as well as the Facilities Advisory Committee and other consulting groups to develop the plan. The goals of the plan support the college’s Facilities Master Plan and augment Long Beach City College’s ongoing efforts toward energy efficiency.
Appendix A

Committee Annual Goal Setting Template

Report Out to CPC Part A

Term (fall/spring) and Year: _________________
Committee/Subcommittee/Taskforce Name: _________________
Co-Chair Names: _________________
Meeting Date(s) where goals were developed: _________________
Committee members (titles/names) who participated (attended meeting) for goal development:

________________________________________________________________________________________

1. What are your committee goals for the coming year? (Please list at least 3 goals):

2. Have your goals changed from last year? If so, please describe how:

3. How do your goals align with the purpose and function of your committee charge?

4. How do your goals for the year align with the Strategic Plan goals, Institutional Priorities, and/or other major plan goals (e.g., Strategic Enrollment Management Plan, Institutional Technology Plan, Facilities Master Plan)? See the CPC website for all major plans: https://www.lbcc.edu/college-planning-committee

Appendix B

Committee Annual Progress Report Out Template

Report Out to CPC Part B

Term (fall/spring) and Year: _________________
Committee/Subcommittee/Taskforce Name: _____________________
Co-Chair Names: _______________________
Meeting Date(s) where progress/accomplishments were discussed: _________________
Committee members (titles/names) who participated (attended meeting) for progress report development: _________________________________________________________

1. What were your committee goals for this past year? (See your goal setting template from the previous semester if needed)

2. Describe your accomplishments related to how your committee moved these goals forward and/or completed these goals over the past year:
Appendix C

[Committee or Task Force Name]

[MM/DD/YY]

[HH:MM XM – HH:MM XM]

[BUILDING-ROOM]

AGENDA

1. Welcome - ____ Minutes

2. Approval of Summary Notes - ____ Minutes

3. 

4. 

5. 

6. 

7. Next Meeting: MM/DD/YY

Chairs
[Name, Constituent Group]
[Name, Constituent Group]
[Name, Constituent Group]

Members
[Position Title: Name]
[Position Title: Name]
[Position Title: Name]
[Position Title: Name]
[Position Title: Name]
[Position Title: Name]
[Position Title: Name]

Resources
[Position Title: Name]
[Position Title: Name]
[Position Title: Name]

Note-Taker: [Name]
SUMMARY NOTES

Present: [Names of all members and resources who attended meeting]

Absent: [Names of all members and resources who did not attend meeting]

Guests: [Any individual who attended meeting who is not listed on the official membership as a member or resource]

1. Welcome - ___ Minutes

2. Approval of Summary Notes - ___ Minutes.
   • Use Either: “The summary notes were approved as written” or “The summary notes were approved with modifications”

3.

4.

5.

6.

7. Next Meeting: MM/DD/YY
Appendix E

Committee and Task Force Charge and Membership Template

<table>
<thead>
<tr>
<th>Name of Committee or Task Force</th>
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</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td></td>
</tr>
<tr>
<td>Annual Timeline of Outputs</td>
<td></td>
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<tr>
<td>Reporting</td>
<td></td>
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<tr>
<td>Membership and Membership Term Limits (Term Limits if Applicable)</td>
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<tr>
<td>Meeting Frequency and Schedule</td>
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<tr>
<td>Other</td>
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</table>